

Wolverhampton City Council
Role Profile Description
PSWSB20

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| Date | December 2011 |
| Family | Personal and Social Wellbeing (School Based) |
| Role Profile Level Number | 20 |
| Purpose | |
| To assess, coordinate and take action upon the immediate provision of personal and practical assistance to pupils and their families or carers to promote independence and wellbeing in a school or educational establishment setting. | |
| Role Accountability | End Result |
| Practical Assistance | |
| Support/Organise or provide practical assistance to pupils and their families or carers. | <ul style="list-style-type: none"> • Enable safe personal care of pupils • Sustenance of vulnerable pupils • Availability of domestic supplies |
| Personal Assistance | |
| Organise or provide intimate personal care and social care to vulnerable pupils | <ul style="list-style-type: none"> • Health, safety and personal hygiene of the individual • Pupils receive the appropriate medication and care |
| Support and Rehabilitation | |
| Provide basic support and rehabilitation to pupils. | <ul style="list-style-type: none"> • Encouragement of pupils to apply good practices • Improved wellbeing and independence of pupils • Pupils and their families or carers access services • Enablement of pupils |
| Reports | |
| Report on pupils circumstances. | <ul style="list-style-type: none"> • Current information about pupils is up to date • The relevant responsible authority is informed |

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| | <ul style="list-style-type: none"> • Pupils and their families and carers changing needs are met within an appropriate elapsed time • Maintenance of vulnerable pupils health and safety |
| Assessment/Risk Management | |
| Act as key point of contact and provide initial judgement as a result of assessment for pupils and their families or carers and for providers. | <ul style="list-style-type: none"> • Provision of an immediate deployment of assistance to pupils • Escalation to ensure appropriate service delivery |
| Identify safeguarding/risk issues. | <ul style="list-style-type: none"> • Determine any risk and/or hazards that exist or that may develop • Escalate case or follow standard procedures including safeguarding to reduce immediate risk • Reduction in risk to health and safety of staff and pupils |
| Multi-Agency Working | |
| Acts as a single point of contact that the pupils and their families or carers can trust, and who is able to support them in making choices and in navigating their way through the system. | <ul style="list-style-type: none"> • Appropriate well planned, coordinated interventions when needed - regularly reviewed and effectively delivered • Overlap and inconsistency from other practitioners reduced |
| Guidance | |
| Inform pupils and their families or carers how to contact the relevant service/person that can offer assistance. | <ul style="list-style-type: none"> • Accurate sign posting • Pupils and their families or carers know how to obtain the service and assistance they need |
| Nature of Contacts and Relationship (who and the nature of the communications) | |
| <ul style="list-style-type: none"> • Works directly with pupils and their families or carers • Communicates with pupils parents, carers, and others responsible for their well being e.g., Headteacher, teaching and non-teaching colleagues) • Makes reports to Headteacher / Supervisor • May involve direct contact with the Governing Body • Co-ordinates with other agencies | |

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| Working Environment Context (disruption, physical, disagreeable, health and safety aspects) |
| <ul style="list-style-type: none"> • May involve dealing with significantly challenging behaviour or circumstances • May involve dispersed location and environment • May be a lone worker • Undertaking disagreeable personal care tasks • Moving and handling of pupils for transit (e.g. wheelchair users) |
| Procedural Context (creativity, discretion, impact) |
| <ul style="list-style-type: none"> • Carry out duties according to instruction and standard procedures • Refer non-standard situations elsewhere both internally and to other agencies • Deal with immediate emergency situations • Exercises a degree of judgement in dealing with pupils and their families or carers day-to-day and immediate requirements |
| Planning Requirement |
| <ul style="list-style-type: none"> • Initiate and/or contribute to care plan |
| Key Facts and Figure Ranges (include likely size of any team managed) |
| <ul style="list-style-type: none"> • Typical number of concurrent assignees – typically one-to-one interaction with pupils • Access to budget for petty cash and for resources allocated to individual programmes |
| Skills, Knowledge and Qualifications |
| <ul style="list-style-type: none"> • NVQ Level 2 essential or equivalent experience • Induction training including policy, procedures and basic health and safety • Practical experience in workplace with vulnerable people to understand risk and safety hazards • Knowledge of where to refer emergencies and non-standard cases • Ability to cope with significantly challenging behaviour and circumstances |
| Equipment Operated and Essential Skills |
| <ul style="list-style-type: none"> • Moving and handling equipment • Basic computer literacy |